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**Wiki 4**

**Annotated Bibliography 2**

**7.** Lopez, Omar S. (2009). The Digital Learning Classroom: Improving English Language Learners’ academic Success in mathematics and reading using interactive whiteboard technology. *Computers & Education. Volume 54,* 901-915.

This study presents the findings on ELL’s improvement while using the interactive whiteboard. An objective of the study was to determine the extent by which the interactive whiteboard technology could foster performance parity in academic achievement between ELLs and regular students, in order to reduce the gap between both students’ group.

8. Green, Timothy. (2005) Using Technology to Help English Language Students Develop Language Skills: A Home and School Connection. *Multicultural Education. Winter 2005,* 56-59.

This article explores how technology plays an important role in providing students valuable language experiences as they learn a new language. This article focus on how computer assisted instruction (CAI) can be a supplemental teaching tool for teaching ELLs and how such activities can be extended at home creating a home-school relationship.

9. Granoff, S. & Whiting, J. (2010) The Effects of Multimedia Input on Comprehension of a Short Story. *TESL-EJ: Teaching English as a Second Language or Foreign Language. Volume 14* (2), 1-10.

This research examines the effects of traditional input, audio recording and video recordings on second language readers’ comprehension of short stories. The study shows that the effectiveness of the technology input supported the question of how technology increase comprehension. Part of the research findings demonstrated that audio and video input were both attractive to readers. Although the audio input did not increase comprehension, the video input did.

10. Higgins, S., Smith, H.J., Wall, K. & Miller, J. (2005). Interactive White Boards: boon or bandwagon? A critical review of the literature. *Journal of Computer Assisted Learning. Volume 21,* 91-101.

This article reviews the literature concerning the introduction of interactive whiteboards (IWBs) in educational settings. The article also shows the benefits of using the IWB for the teachers along with the benefits for the students. The article focus on the IWB as a tool, how it support planning and development of resources, how it support learning, and problems and issues while using IWB among others.

11. Rubinstein-Avila, E., Sox, Amanda. (2009). WebQuests for English Language Learners: Essential Elements for Design. *Journal of Adolescents and Adult Literacy. 53* (1), 38-48.

In this article, the author advocates for the use of WebQuests in order to integrate technology, content knowledge, and comprehensible input for English Language Learners. The article explains what is a WebQuest, the linguistic, multimedia, and organizational features of a WebQuest, and how to design a WebQuest with ELLs in mind among other very helpful information.

12. Warschauer, M. (2007). Laptops and Literacy: Learning in the Wireless Classroom. *Journal of Literacy and Technoogy. Volume 8* (1), 49-53.

In this book, the author explains how he conducted a two years laptop and literacy study. He also discussed how software on the laptops are used to help students reading skills. Pointing out that students’ involvement is one of the critical factors leading to success in reading.

13. Arslan, R.S., Sahin-Kizil, A. (2010). How can the use of blog software facilitates the writing process of English Language Learners? *Computer Assisted Language Learning. Volume 23* (3), 183-197.

This study is about the effect of blog-centered writing instruction. The study investigates whether the use of blogs enhances writing performance of students by providing opportunities for publishing writing drafts, receiving feedback from both the teacher and their friends, enabling them to give feedback to their peers and to see their feedback.